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ABSTRACT

Designed to provide teachers with a listing of sequentially ordered objectives in specific language arts areas, this level one teaching guide was developed in Plano, Texas, as part of an elementary series keyed to the reading, language, spelling, and handwriting books used in that district. The guide is organized according to vocabulary, word attack skills, structural analysis, comprehension, punctuation and capitalization, grammar and usage, composition, and study skills, and each page lists objectives, pertinent textbook sections, supplementary resources, and specific teaching ideas. The teaching ideas are accompanied by illustrations of required visual materials, and career information is included when it applies to individual objectives. (MAI)

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LANGUAGE ARTS
TEACHING GUIDE
LEVEL I

CS 204 555

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Plano Independent School District
Plano, Texas
June, 1976

FOREWORD

The Language Arts Teaching Guide has been developed to provide teachers a listing of sequentially ordered objectives in all of the language arts areas. These objectives are keyed to readers, the language textbook, the speller, and the handwriting book. Additional teaching ideas are given for each objective. Some materials are available to the teacher in her classroom and others are in the school library. Diagnostic tests are also provided for each objective. These tests are in a file folder.

As students progress through the list of objectives they will acquire personal development in new skills or improve old ones in the areas of listening and speaking, vocabulary, word attack, structural analysis, comprehension, punctuation and capitalization, grammar and usage, composition, and study skills.

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PHILOSOPHY

Plano Public Schools

We, the faculty and Board of Education, believe that the program of the Plano Public Schools should be adequate to meet the needs of obth the college-bound student and the terminal student. We believe that it is our responsibility to help each student discover his strengths and weaknesses, to choose realistic goals, and to choose wisely his educational experiences.

We believe that our total school program should provide continuous opportunities for all students to learn democratic principles through democratic experiences.

We believe that an essential part of the program in each classroom should be to help every student develop the proper communicative skills: listening, reading, spelling, and oral and written composition.

We believe that our schools should make available to each student in each grade a well-developed, continuous program -- properly coordinated from grades one through twelve -- in the following curriculum:

The Language Arts
The Mathematics
The Social Sciences
The Sciences
The Fine Arts
The Vocations
The Health and Physical Developments

We believe that this curriculum should be supplemented with appropriate co-curricular activities at each grade level and that every student be encouraged to participate.

We believe that it is the responsibility of each faculty member to promote in every student high moral values, respect for spiritual values, a desire to be a useful citizen, and an appreciation for our American Heritage.

GUIDELINES FOR USING THE LANGUAGE
ARTS TEACHING GUIDE
K-6

The Language Arts Teaching Guide makes teachers aware of what language arts skills are to be taught at different levels in the Plano Schools. It tells them what textbooks and other teaching materials are available to teach each objective. The objectives are sequentially ordered by grade level. The same outline is used for grades one through six. It is as follows: VOCABULARY, WORD ATTACK SKILLS, STRUCTURAL ANALYSIS, COMPREHENSION, PUNCTUATION and CAPITALIZATION, GRAMMAR and USAGE, COMPOSITION, and STUDY SKILLS.

Diagnostic tests for skills taught in the first four sections are provided for teachers in file folders.

The district provides a Language Resource Lab of teaching masters for the last four areas.

The librarian in each school has teaching materials that can be used in teaching the STUDY SKILLS section.

The (*) preceding an objective, indicates that the objective has been introduced at a previous grade level. Not all students or groups of students will be able to complete with satisfaction all skills of a given grade level.

A record of skills completed is kept by all reading teachers. The teacher will be provided a class record chart on which to check skills that are mastered. The test file will help the teacher keep this class record.

The curriculum department also provides help from the coordinators in interpreting test results grouping, or choosing teaching techniques for any teacher or principal.

It is very important that students have formal instruction in skills not mastered, review of skills gained, practice in reading, and many opportunities to practice writing skills. The COMPOSITION program is to be emphasized throughout all levels throughout the school year.

LEVEL I
LANGUAGE ARTS SKILLS

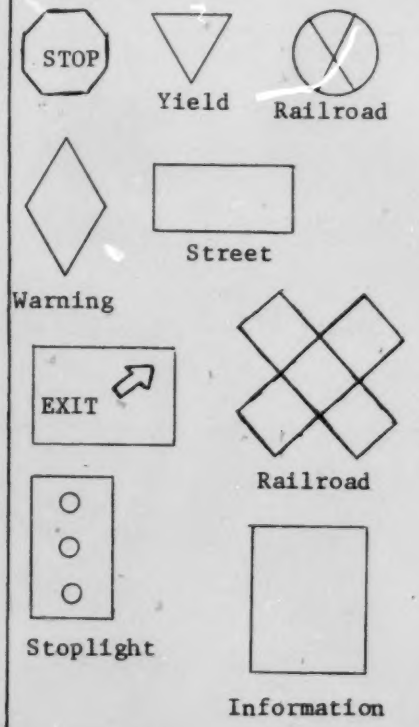
Introduction

Listening and Speaking Skills

The Student:

1. Follows oral directions for playing a game.
2. Draws a picture to illustrate a story he has heard.
3. Provides words missing from familiar nursery rhymes.
4. Classifies orally words that fall into two groups (e.g., human, non-human)
5. Answers a simple riddle.
6. Repeats a tongue twister.
7. Identifies rhyming and non-rhyming words pronounced by the teacher.
8. Pantomimes action and feeling words or phrases provided by the teacher.
9. Provides an oral ending to an unfinished story read or told by the teacher.
10. Participates in choral reading of poems and nursery rhymes.
11. Uses descriptive words in referring to objects.
12. Describes a friend in such a way that another student can identify him.
13. Places an imaginary telephone call to report a fire or relay a message.
14. Distinguishes between fact and fantasy in a given story.
15. Contributes in the development of a story based on a group experience.
16. Orally compares and contrasts sets of pictures.
17. Reveals his understanding of characters' feelings by discussing their actions and reactions in a given story.
18. Dramatizes words, (e.g., sad, happy)
19. Tells in sequence a story he has heard or read.
20. Tells a story based on a picture he has studied.

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
VOCABULARY						
1. Reads and names the nine basic color words.	Pug- T 105 ST- T 87 GF- T 42 ST- T 68	Din- T 228 R- T 172 Din- T 137 R- T 222	LLL- T 6-7, 8, 9, 34-35 TWG- T 45 LLL- T 88-89	List., Read., Talking- T 97, 98	T 99	61P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Kids' Stuff," p. 169	Stop and Go (card game)-- Prepare a deck of word cards including several "Red Light" cards with the words "Red Light" written in red letters. Players draw cards from the pack naming the words until he draws a "Red Light" card and must stop. Player with most cards wins. Making a Color Book Each child may make his personal Color Book, starting with a page for red, or with his favorite color. Print the name of the color at the top of the page and have the child mount pictures that apply.	Use pictures of warning signs, instructing the child to color each a certain color, then draw a picture of what to do when you see it. 

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
2. Reads pre-primer sight words.		GRR- TM in, is, the- 85 go, not, will- 87 and, he, I, on- 89 to, we, you- 92 at, it- 94				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Games for all sight words "Kids' Stuff," pp. 148, 155, 157, 193, 33-34, 68	PRE-PRIMER 1. a 2. and 3. big 4. blue 5. can 6. come 7. down 8. for 9. funny 10. get 11. go 12. grass 13. have 14. help 15. here 16. I 17. in 18. is 19. it 20. jump 21. little 22. look 23. make 24. me 25. my 26. not 27. play 28. red 29. ride 30. run 31. said 32. saw 33. see 34. the 35. this 36. to 37. up 38. want [illegible]e [illegible]ith [illegible]rk [illegible]u Pick a Card-- Use word cards from a[illegible] vocabulary. Children sit on the floor in a circle. Place cards face down in the center of the circle. Each child takes turns picking a card. If he can say the word he keeps the card. If he does not know the word the next child may take the card, or he may draw a new one. In this case the unknown card is returned face down to the bottom of the pile. When all cards are drawn, cards are counted.	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
3. Reads Primer sight words.						

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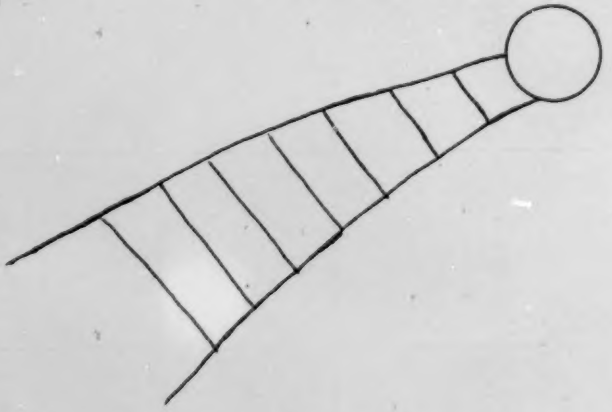
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Collecting Matching Words-- Have pupils use old magazines and newspapers from which they may cut out words. Print a word at the top of a sheet of paper and suggest that children cut out words that match it. Each child should have a different word to look for. After you check to see that the words cut out are correct, have pupils paste them under the printed word at the top of the page. Type style and size of words will vary as children find them in different sources. Emphasize the fact that the letters in words, not the size, are what make words the same. An alternate way of handling matching words it to have children cut out words and paste them in rows on a page. They might choose to have several in each row that do not match the others. Classmates could try to select those that match and underline them.	
Games for all sight words "Kids' Stuff," p. 193	Shoot the Moon - On a 12 X 18 sheet of poster board draw a curved path with the moon as a goal. Separate the path into 10 or more areas with a word in each space. 	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Use space ship markers. Place a pile of word cards in the center containing the words written on the path. Each player in turn pronounces the top word. If the first or next space has that word he moves to that space. If not, he doesn't move and puts the card at the bottom of the pile. If he miscalls a word, he moves back one space. Jack - in - the - box: Using a list of words, make two word cards for each word in the list. Pass the cards in random to the children. When they know the word they are to hold the card in front of them. List the words on the chalkboard. When the teacher points to a word all children holding that word jump up. Children may change cards. Going Hunting: Pass word cards to all but one child who is called "The Hunter." When each child knows his card he holds it up for all to see. The teacher then pronounces one of the words on the cards. If the hunter can find the word he may read it aloud and keep the card. The child whose card is taken becomes "The Hunter." Baseball: Materials-- Prepare the illustrated game board. 1 foot square - 2" margin. Print a word in each square. Some squares may be used for penalties. Eg. "move back 3" "move ahead 2" A spinner determines the number of spaces to be moved. A colored baseball marker for each player. Directions-- Each player spins the arrow and moves the number of spaces indicated, counter clockwise, starting at Home Base. If he is able to read the word he lands on, the game continues. If he cannot	

(cont. on next page)

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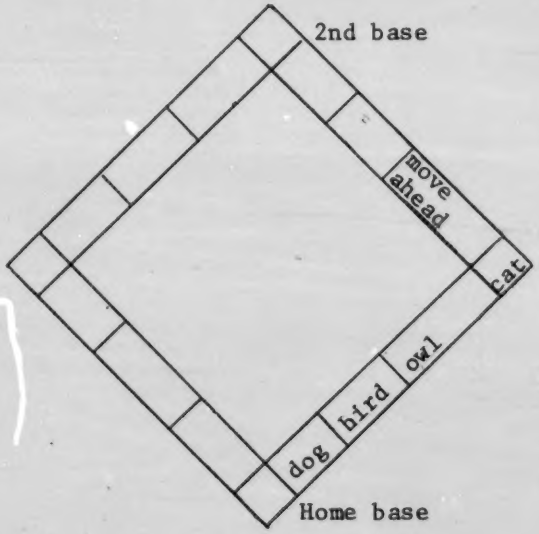
OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS

say the word he returns to his original space. The 1st child landing on "Home" wins.



PRIMER:

1. all	12. fast	23. out
2. an	13. find	24. please
3. are	14. good	25. put
4. at	15. he	26. ran
5. away	16. laugh	27. say
6. black	17. new	28. she
7. but	18. like	29. so
8. came	19. no	30. some
9. did	20 now	31. atop
10. do	21. on	32. thank
11. eat	22. one	33. that

(cont. on next page)

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Reads level 1 sight words.						

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	34. then 35. they 36. three 37. too 38. two 39. was 40. went 41. what 42. where 43. white 44. will 45. yellow 46. yes 47. your	
"Spice," p. 143- #1 p. 170- #7 p. 208- #B	**FIRST** 1. about 2. after 3. again 4. an 5. around 6. as 7. ask 8. ate 9. be 10. before 11. brown 12. by 13. call 14. cold 15. could 16. can't 17. every 18. far 36. just 37. know 38. let 39. long 40. made 41. many 42. may 43. much 44. must 45. never 46. of 47. old 48. once 49. open 50. or 51. our 52. over 19. first 20. five 21. fly 22. found 23. four 24. from 25. gave 26. give 27. going 28. had 29. has 30. her 31. him 32. his 33. how 34. if 35. into 53. pretty 54. round 55. snow 56. sing 57. sleep 58. soon 59. take 60. them 61. there 62. think 63. us 64. very 65. walk 66. were 67. when 68. who 69. why 70. wish	Airplane Flight Purpose: To listen thoughtfully in order to identify current words appearing in a basic reading text. Players: Two groups Materials: Word cards from the basic reading series. Directions: Divide the children into two groups of similar ability, with each group representing an airplane. The teacher places a number of word cards, side by side, on the chalk rail. She then clearly pronounces one of the words. The first child in Group 1 goes to the chalk rail and points to his word. If correct, he takes the word card back to his seat. The first child in Group 2 follows the same procedure (cont. on next page)

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
5. Selects from a group of words the correct word associated with a given picture.		Tigers- T 257 Lions- T 319 Din.- T 360	HM- T 63 SS- T 38, 53 TWG- T 102			42P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
		and the game continues until all children have had a chance. The group with the most cards may have their plane "take off" and march quietly in a line around the room and back to their seats. All cards are now placed back on the chalk rail. The game continues during a second round or until the teacher's judgment indicates a terminal point. Adaptations: (1) The groups could represent rocket ships or another mode of transportation. (2) Phrase and sentence cards could be used. Cautions: Children who are less able may be given some advance practice so they will be more helpful in "getting their plane off the ground."
"Spice," p. 20 Picture clues Try This cards 80, 85, 95	Matching Pictures and Words-- Divide 8 1/2 X 11" sheet of tag board into four boxes. On left side of each box print same word in singular form and its plural form (-s ending). On the right side, draw pictures of the words printed. Punch a hole next to each picture, and attach a shoe lace or yarn next to the words. The children match the correct word to the correct picture by threading the shoe lace or yarn.	Use pictures of people with various occupations.

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
6. Identifies a new word by using context clues.	ST- T 83- #1 GF- T 141- #3	Tigers- T 66 Lions- T 72 Dino.- T 78 Rain.- T 48 Sign.- T 64	SU- T 120, 127, 174 HM- T 46, 62, 72 SS- T 27, 35			
7. Substitutes the correct pronoun for a noun.	ST- T 51 ZPG- T 124		HM- T 75, 87 MA- T 123, 127 SS- T 91, 104			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Context Clues Try This cards 21, 22, 23, 33, 34, 35		Give the child sentences describing a particular worker or the job he does. Example: The fireman went into the house to <u>rescue</u> the lady.
	Pronouns-- Make up a short story. Underline several nouns and names (Bob, wagon, Cindy). Make 3 or 4 pronouns headings (she, he, it, they) at the bottom of the page. Have the student place each underlined work under the proper pronoun heading.	Use activity under "Teaching Ideas" using occupations. (adjacent column).

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
WORD ATTACK						
PHONICS						
1. Names upper and lower case letters when presented at random.		Tigers- T 229, 248-250, 251 Lions- T 281 Din.- T 323 GRR- TM 3, 4, 6, 20, 35, 51	LLL- T 30, 32, 69, 70-87, 88-91 SU- T 17-33			
2. a. Identifies beginning consonant sounds. f	SS T 23A Pug T 189, 192, 281 Pug AB 47 DM 58, 281	GRR- TM 7, 9, 11, 16, 17, 25, 32, 18 Tigers- DM 20 Rainbows- T 49, 51, 269	LLL- T 86, 58-67, 61-65 T 123 Sun Up-T 27 MA- T 48-49, 57-58, 98-99, 122-123, 136-137 HM T 48		25T, 26T, 28T, 30T	26T

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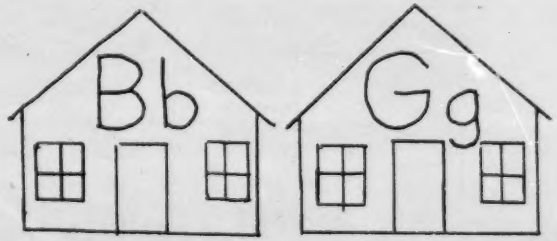
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Sun Up Duplicating Masters 5, 6, 11, 13, 14, 16, 18, 19 Magic Cards (Ideal) - stimulate learning of beginning and ending (or vowel) sounds. "Spice" p. 96 #8 p. 122 #23		
"Kids' Stuff" p. 89, 93, 97, 102, 103, 133, 80 All Consonants- "Spice," p. 11 (#5), 15 (#8), 179 (#4), 180 (#5), 181 (#6), 186 (#9 A, B, C) Ff 1. Talking Alphabet Pt I Lesson 1 2. Listen and Do Consonants Lesson 5 3. Try This cards 28,29	All pupils can play the game Postman. On the chalkboard draw outlines of two houses. Label one house B b and the other G g.  Select a volunteer to be the postman. Explain that you will give the postman a package to be delivered and that you will tell him who is to receive it. Then the postman must decide at which house to deliver.	The following are occupations for the beginning consonants. baker — newsboy clerk — policeman doctor — quarterback fireman — racer garbageman — sailor hair stylist — tailor juggler — vender kitchen maid — woodworker lifeguard — yardman mailman — zookeeper (cont. on next page)

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
d	Pug T 94-98, 281	GRR- TM 10, 11, 16, 17, 26, 32, 18 Tigers- DM 5, 32	Sun Up- T 25, 122 MA- T 73-74, 157		11T, 12T, 14T, 16T	25P
m	Pub T115, 117, AB26, 37, DM 45	GRR- T 12, TM 14, 16, 17, 25, 26, 32, 18 Lions T 102 DM 9 Tigers DM 11	LLL- T 118-119 SU- T 22 MA- T 49-50, 136-137		18T, 20T, 21T, 22T	27P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
		barber carpenter dentist fisherman gardener homemaker janitor librarian magician nurse pilot rancher scientist teacher veterinarian waitress zoologist
Dd 1. Talking Alphabet Pt I Lesson 3 2. Listen and Do Consonants Lesson 4 3. Try This card 16		
Mm 1. T.A. Pt 1 #2 2. Listen and Do Consonants #3 3. Try This cards 3, 13, 14	Come-Letter-Come Purpose: To listen to note the initial sounds of words. Players: Small group Materials: None Directions: The teacher begins the game by saying, "Come-Letter-Come." The group then asks, "What do you come by?" The teacher then gives a word which has the same initial sound as some object in the room, for example, "water." A child might then ask, "Is it the wall?" Answer, "No, it is not the wall." "Is it the window?" Answer, "Yes it is the window." When a child correctly identifies the object, he becomes IT and the game continues. Adaptations: This is a good game to play while waiting for the bell or during other short periods.	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
g	Pug T 90-93	GRR- T 13 TM 15, 16, 17, 25, 32, 18 Lions- DM 14, 21	LLL- T 118-119 SU- T 22 MA- T 49-50, 136-137		18T, 20T, 21T, 22T	27P
b	Pug T 185-188, 189 Pug AB 46 DM 56	GRR- T 21 TM 23, 25, 26, 31, 32, 40, 33 Tigers- DM 5, 14, 20 Rainbows T 49, 51, 269	LLL- T 114-115 SU T 21 MA T 57-58, 136-137		36T, 38T, 40T	25P
s	Pug T 111-114	GRR- T 22 TM 24, 25, 26, 31, 32, 40, 49 Tigers- DM 8, 20,32 Rainbows- T 49, 51, 269	LLL- T 112, 113 Sun Up- T 21, 38 MA- T 49-50, 73-74, 157		56T, 58T, 60T	19P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Gg 1. Talking Alphabet Pt I Lesson 6 2. Listen and Do Consonants Lesson 7 3. Try This cards 2, 11, 12 Bb 1. Talking Alphabet Pt I Lesson 7 2. Listen and Do consonants Lesson 9 3. Try This cards 1, 10, 12 "Kids' Stuff," p. 102 (difference in b and d)	All beginning consonants: "Spice," p. 7 (#1), 22 (#15), 21 (#14), 23 (#17), 24 (#18), 25 (#19), 32 (#4), 103 (#4). To develop awareness of beginning sounds, this game is played by two children. The teacher first pastes on cardboard eight small pictures of such objects as: saddle, coat, boy, dog, rug, jar, desk, and cup. Print on sixteen 3" x 5" cards the beginning letters of the picture cards, with only one letter on a card. For example, s for saddle. Shuffle the cards and deal each player eight cards, facedown. Place the picture cards in the center of the table and have both players sit facing them. Each player in turn takes the top card of his pile and places it to the left of the correct picture. The player who places the second card next to the picture takes it, the winner being the player with the most pictures.	
Ss 1. T.A. Pt 1 #10 2. Listen and Do Consonants #10 3. Try This cards 1, 10, 13	Zoo Animals Purpose: To listen to note the beginning sounds of words. Players: Group or class Materials: Chalkboard and eraser Directions: To observe a birthday or other special day, write on the chalkboard a message such as Happy Birthday, Joe. Children think of an animal they may see at the zoo, the name of which begins with one of the letters of the message on the board. A child is called on and responds in this way, "I went to the zoo and saw a tiger," erasing the t as he responds. The other children listen carefully to be sure the	

(cont. on next page)

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
		Lions- T 102 DM 9, 26				
t	Pug T 86-89	GRR- TM 27, 29, 31, 32, 41, 33 Tigers T231 DM 2 Lions T 75, 76	SU- T 25, 149 MA T 49-50, 157		6T, 7T, 9T	16P
w	Pug TM 201, 204, 205-206 AB 51 DM 62 St T 22	GRR- TM 30, 28, 31, 32, 41, 33 Tigers- DM 11	LLL- T 116-117 SU T 22, 48 MA T 57-58, 157		66T, 68T, 70T	29P
n	Pug T 96, 99-102	GRR- T 36 TM 38, 40, 41, 46, 47, 48, 57, 49 Lions- T 102 DM 9	Sun Up- T 26 MA- T 33-34, 40-41, 98-99, 122-123		37T, 38T, 40T	21P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Tt 1. T.A. Pt 1 #11 2. Listen and Do Consonants #11 3. Try This cards 16, 17 Ww 1. T.A. Pt 1 #16 2. Listen and Do Consonants #12 3. Try This cards 2, 11, 14 Nn 1. T.A. Pt 1 #8 2. Listen and Do Consonants #14 3. Try This card 27	player has answered correctly. The game continues until all letters are erased or until no appropriate responses remain. Other classifications may be used and the game becomes Grocery Store, Farm Animals, etc. Children should be encouraged to speak clearly but without undue stress on any one sound. Streamliner Purpose: To listen to the initial consonant sounds in words. Players: Any number Materials: None Directions: After the children have had some experience identifying initial consonant sounds, a leader is chosen to be the Engineer. The Engineer stands in front of the class on a make-believe (or imitation) railroad track and says a word such as "book." Thereafter each pupil "pays his fare" by giving a word beginning with the chosen consonant. The leader may at times call for other beginning sounds. As each player "pays his fare" he boards the train by standing in line behind the Engineer. When the train is complete, the players place their hands on the shoulder of the one in front and the train travels about the room, dropping off passengers as they arrive "home." Adaptations: 1. Final consonant sounds could be used- and the game could be made more difficult by having children give two words, one beginning and one ending with the chosen consonant sound, for instance, book and rob. 2. This game could also be played using consonant blends or words with various vowel sounds such as words with long a (late) or short a (bat). (cont. on next page)	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
p	Pug T 107, 109 AB 24, 37 DM 43 Sun Tree TM 56	GRR- T 37 TM 39, 40, 41, 46, 47, 48, 49, 57 Tigers- DM 5, 32 Lions- T 102 DM 9, 26, 15, 18	SU T 25, 136 MA T 73-74, 157 HM T 33		44T, 45T, 47T, 48T	27P
c	Pug T 153-156, 157	GRR- TM 44, 46, 47, 48, 56 Tigers- T 231 DM 29 Lions- DM 14, 21, 26, 15, 18	SU- T 27 MA T 79-80, 85-86, 122-123		25T, 28T, 30T	18P
k	Pug T 149, 152, 157 AB 35 DM 50	GRR- TM 44, 46, 47, 48, 57, 49 Tigers- DM 14 T 43	SU- T 26 MA- T 19-21 HM- T 19		18T, 19T, 21T, 27T, 23T	16P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Pp 1. T.A. Pt 1 #14 2. Listen and Do Consonants #15 3. Try This card 16 Kk 1. T.A. Pt 1 #13 2. Listen and Do Consonants #17 3. Try This card 27 Reading Games Word Shoppers #28	Be sure the children are using initial or final consonants, not blends, unless the leader has chosen to do so. Going Shopping - Pretend you are going shopping to buy only things that start with a (apple), b (bug), c (cat). As items are suggested, have the child write the word under the appropriate letter on the shopping list. Auditory Discrimination - Read a list of words beginning with p, qu, and r. (other letters may be used) Tell the children to remain silent when they hear a word beginning with p, clap when they hear a word beginning with qu, and pat their heads when they hear r at the beginning of a word. Phonic Bingo - Four 5 x 8 inch cards divided into twenty-five spaces in Bingo style will be needed for this game. In each space print a consonant or blend on which the pupils need drill. Each of these Bingo cards will have the letters placed in an order different from the other cards. Collect pictures which represent each of the beginning sounds included on the cards. Provide pupils with slips of colored paper the size of the squares on the card. These are to be used for covering the squares. To play the game; Give each player a Bingo card and some colored squares. The holder of the picture cards shows a picture, for example of a fish. If a player has the letter which represents the beginning sound of fish (f) on his card, he covers it. When a pupil has five slips in a row, he says, "Bingo."	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
j	Pug T 126, 130 AB 29 DM 47	GRR- TM 45, 46, 47, 48, 56 Lions- DM 14, 21	SU T 26 MA T 17-19, 21, 40-41, 98-99 HM- T 17		57T, 58T, 61T	26P
h	Pug T 167, 170, 171 AB 40 DM 54	GRR- T 52 TM 54, 56, 57, 64, 65, 66, 67 Tigers 231 DM 2, 11, 20 Lions T 75-76	MA- T 40-41, 49-50, 122-123 SU- T 107		11T, 12T, 13T, 14T, 17T	20P
l	Pug T 131, 132, 134 AB 30 DM 48	GRR- TM 55, 56, 57, 64, 65, 66, 67 T 53 Rainbows- T 49, 51, 269 Tigers- DM 29 Lions- DM 26, 15, 18	SU- T 24, 91 MA- T 57-58, 136-137		5T, 7T, 8T	15P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Jj 1. Talking Alphabet Pt I Lesson 12 2. Listen and Do Consonants Lesson 18 3. Try This cards 27-28 Hh 1. Talking Alphabet Pt I Lesson 4 2. Listen and Do Consonants Lesson 20 3. Try This card 15 Target Red 7, 8 (auditory) Controlled Reader 4C Readiness Filmstrips #20-23 Ll 1. T.A. Pt 1 #5 2. Listen and Do Consonants #21 3. Try This cards 15, 17		

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
r	Pug T 103, 106 AB 23 DM 42 Sun Tree TM 56	GRR- TM 61, 58, 64, 65, 66, 67 Tigers- DM 8, 14	SU- T 23, 76 MA- T 73-74		55T, 58T, 60T	20P
v	ST T 127 Pug TM 229, 232 AB 59 DM 67	GRR T 28 TM 62, 64, 65, 66, 67	SU- T 27, 66 MA- T 66-67, 98-99		65T, 68T, 70T	28P
y	Pug T 163-166, 136-137	GRR- TM 60, 63, 64, 65, 66, 67 Tigers- DM 29 Lions- DM 1, 21	SU- T 30 HM- T 91 SU- T 140 MA- T 91-92, 98-99		67T, 68T, 70T	28P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Rr 1. T.A. Pt 1 #14 2. Listen and Do Consonants #22 3. Try This cards 15, 17	Use the following riddles for discerning "r" sounds. 1. I am a color. _____ (red) 2. When I am in a race, I _____. (run) 3. In school, we learn to _____. (read) 4. When it rains, we wear _____. (rubbers) (raincoat) 5. After a storm, sometimes we see a _____. (rainbow) 6. We get in a car when we want to _____. (ride) 7. I am put on the floor for people to walk on. _____ (rug) 8. I am a special kind of chair. _____ (rocking chair)	
Vv 1. T.A. Pt 1 #15 2. Listen and Do Consonants #23 3. Try This card 28		
Target Yellow 1-10 Controlled Reader Pre-Primer 4d Filmstrips #5,6		
Yy 1. T.A. Pt 1 #17 2. Listen and Do Consonants #24 3. Try This card 29		

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
z	Pug T 215-220, 223	Tigers-DM 20	S&S- T 217			
2. b. Identifies final consonant sounds.		GRR- TM 83, 84				
d	Z,P,G- T 92	Tigers- T 113	MA- T 171, 172, 178		32T, 33T, 34T	
t		Tigers- T 137 Lions- T 283	MA- T 164, 166, 178		32T, 33T, 34T	
g		Din- T 259	MA- T 171, 172, 178, 186-187		51T, 52T, 53T	
n		Tigers- T 127	MA- T 164, 166, 178		51T, 52T, 53T	
r		Tigers- T 113 Lions- T 283			74T, 75T, 76T	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Zz 1. T.A. Pt 1 #18 2. Listen and Do Consonants #18 Target Red 9, 10 (auditory) "Kids' Stuff," p. 102 (confusion with b) First Talking Alphabet: Scott Foresman Dd 1. Try This card 40 Tt 1. T.A. Pt I #24 2. Try This cards 39, 40 Gg 1. T.A. Pt I #26 2. Try This card 39 Nn 1. T.A. Pt I #22 2. Try This card 39 Rr 1. T.A. Pt I #23		

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
p		Tigers- T 195 Lions- T 184	MA- T 171, 172, 178		74T, 75T, 76T	
l		Lions- T 283 Tigers- T 134	MA- T 185, 186		79T, 80T, 81T	
s		Tigers- T 113, 124, 150	MA- T 185, 186		79T, 80T, 81T	
b	ZPG- T 92	Din- T 157 Rain- T 157				
v	ZPG- T 92					
k		Lions- T 283, 250	MA- T 185, 186			
m		Lions- T 184				

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Pp 1. T.A. Pt I #21 2. Try This card 40		
Ll 1. T.A. Pt I #29		
Ss 1. T.A. Pt I #30		
Bb 1. T.A. Pt I #25		
Kk 1. T.A. Pt I #28		
Mm 1. T.A. Pt I #20		

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
3. Identifies the two sounds of c (k s).	Pug- TM 153, 156, 157 AB 36 DM 51 Green Feet- TM 65, 73 AB 12	GRR- T 42 Tigers- TM 231 DM 29 Lions- T 117, 233 DM 14, 21, 26, 15, 18 Din- T 246 AB 102 Rainbows- T 209	Together We Go- T 209 MA- T 79-80, 85-86, 122-123 HM- T 79		T 27, 28	
4. Identifies and produces the long vowel sound. ā	Pug- T 37, 64, 40, 59, 118, 156, 188 AB 4, 6, 10 DM 31, 35	Signpost- T 57, 60, 325, 62, 63, 64	SU- T 29			T 17

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
c as the k sound: 1. T.A. Pt I #37, 41 2. Listen and Do Consonants #16 c as the s sound 1. T.A. Pt I #39, 41 "Kids' Stuff," p. 90-91	Fold sheet of newsprint or length of brown wrapping paper into four lengthwise folds. Label each fold (shelf) with c (hard sound) on (two shelves) and s (soft sound on two shelves.) Pupil stocks shelves with pictures of articles cut from magazines and catalogues or makes his own illustrations. Beginning sound determines which articles go on each shelf.	
P DM 41 ZPG AB 43 BDD TM 99 Āā 1. Listen and Do Vowel 2. T.A. Pt 2 #5	Simon Says - Can be played to check students' knowledge of long and short vowel sounds. If the information is true, the players will put their thumbs up; if it is false, they will put their thumbs down. If a child gives an incorrect response, he is out until the next game. The last person remaining in the game is the winner. Sample statements: 1. Simon says, "short a says ā" (thumbs down) 2. Simon says, "long e as in beat." (thumbs up)	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
ē	Pug- T 41, 69, 136, 44, 46, 59, 118, 156 AB 5, 6, 10, 31 DM 32, 35 GF- T 229	S- T 78, 84, 85	SU- T 29			T 18, 36
ī	Pug- T 47, 74, 50, 59, 118 AB 7, 10 DM 33, 35	Signpost- T 101, 103, 337, 114, 158	SU- T 29			T 15
ō	Pug- T 33, 36, 59, 118, 156 DM 30, 35 T 136 AB 31, 3, 6, 10	Signpost- T 131, 136, 181 Lions- Wkbk. 53	SU- T 30			T 17

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Ēē 1. Listen and Do Vowel 2. T.A. Pt 2 #10	Divide the group into teams of no more than four members each. Each team is given a sheet of words with the vowels missing. Members work together to list as many different words as possible using different vowels. Examples: ____t t___p(e) cl___p m___k___ r___g	
Īī 1. Listen and Do Vowel 2. T.A. Pt 2 #15		
Ōō 1. Listen and Do Vowel 2. T.A. Pt 2 #20	Divide a piece of tagboard, 9" x 9" into nine squares. In each square draw a picture containing the letters for a sound being studied. Print part of the word under the picture and omit the sound being stressed. Make small cards showing the letters which have been omitted. The small cards are kept in an envelope and clipped to the tagboard. The child looks at the first picture and says the name of the object to himself. He finds the missing part of the name by looking at the small cards in the envelope. He completes the word by adding the card to the beginning and ending sounds and goes on to the next	

(cont. on next page)

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
$\bar{u}$	Pug- T 51, 79, 54, 59, 156 AB 8, 10 DM 34, 35	Signpost- T 153, 159, 203	SU- T 30			
$\bar{y}$	Pug- T 171, 136	Din- T 156 Wkbk. 87 Lions- T 135 Sign.- T 250				

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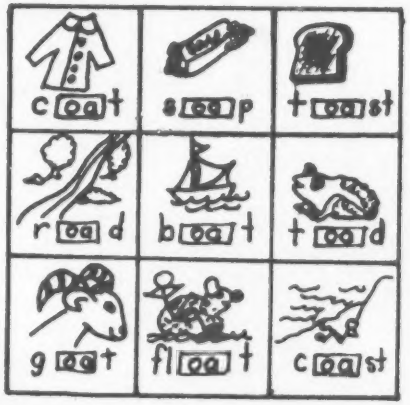
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
$\overline{Uu}$ 1. Listen and Do Vowel 2. T.A. Pt 2 #25	picture.  Write my, by, sky, cry, and fly on the chalkboard for children to read. Then discuss the letter y, helping children recall that at the end of a short word, or a one-syllable word, the letter y often represents the sound of long i. Continue the discussion of the letter y as a vowel by writing the following words on the chalkboard for pupils to identify. funny lady penny smelly sunny really ready party (cont. on next page)	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
5. Identifies and produces the short vowel sounds.						
ă	Pug- T 63, 102, 64, 68 AB 12, 13, 18 DM 35 ZPG- AB 55	Signpost- T 79, 51, 324, 49, 62, 63, 64, 249-250	SU- T 68 S&S- TM 68, 69, 70, 78-80, 98-101, 126-127, 142, 150-151, 193, 201-202, 225-226 TWG- TM 91		T 42-43	T 17
ĕ	Pug- T 69, 72, 78 AB 14, 16, 18 DM 35	Signpost- T 71, 73, 335, 84, 85, 249-250	TWG- T 22, 23, 32, 39, 91		T 72-73	T 18, 36

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Ask them to tell you what vowel sound they hear at the end of each of those words. Invite children to clap out the beat or syllables of these words as they say them again. Lead them to the generalization that the letter y at the end of a two-syllable word often represents the sound of long e.	
DM 71 Ăă 1. Listen and Do Vowel 2. T.A. Pt 2 #5	Vowels - Spin and Call - Divide a large tagboard into 8 sections. Place a vowel in each section. Attach a large pointer to the center of the circle so it spins. Each player spins, names a work containing that short vowel and receives one point. No word may be given twice. The number of turns for each player should be decided at the beginning of the game. Vowel Dominoes - dominoes with word cards, placing words having the same vowel sound adjacent to one another.	
Ĕĕ 1. Listen and Do Vowel 2. T.A. Pt 2 #10		

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
31	Pug- T 74, 77, 78 AB 15, 16, 18 DM 35	Signpost- T 93, 95, 336, 114, 158, 249-250	SU- T 110 S&S- TM 117-119, 126-127, 142, 150-151, 193, 201-202, 225-226 TWG- 84-85		T 62-63	T 15
32	Pug- T 60, 63, 68 AB 11, 13, 18 DM 35	S- T 123, 125, 338, 136, 181, 249-250	TWG- T 105, 106, 112		T 77-78	T 17
33	Pug- T 69, 79, 82 AB 17, 18 DM 35	Signpost- T 143, 145, 159, 203, 147, 339, 249-250	SU- T 176 S&S- TM 176-177, 184, 193, 201-202, 225-226 TWG- 84-85		T 82-83	T 22

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Ĭĭ 1. Listen and Do Vowel 2. T.A. Pt 2 #15 Ŏŏ 1. Listen and Do Vowel 2. T.A. Pt 2 #20 Ŭŭ 1. Listen and Do Vowel 2. T.A. Pt 2 #25		

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
Vowel Sounds (all)						
6. Names and produces: $\overline{oo}$	ZPG- T 42, 49, AB 35, 55 DM 87 GF- T 184	Lions- T 117 Rainbows- T 69, 71, 83, 115, 156, 199, 221, 237, 263, 229 Wkbk. 19, 56 Signpost- T 93-94				
$\breve{oo}$	ZPG- T 42 BDD- T110, 111 AB 37 DM 35B					

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Kids' Stuff," pp. 115, 25-29 "Spice," p. 8-9 (#2), 9 (#3), 10 (#4), 12 (#6), 14 (#7), 16 (#16), 19 (#12) (Final E), 114 (#15), 130 (#30), 132 (#31)		Occupations with vowels ă̆ctor ĕ̆ducator ĭ̆nstructor ŏptometrist ŭndertaker ă̆nimal doctor ēlectrician īceman ōceanographer ūtility worker
Dipthongs - Digraphs - Vowels - Lyons and Carnahan- "Full House" o͞o o͝o Instructo Springboards to Reading Duplicating masters Special Vowel Patterns Pt 2 pp. 1, 2, 3, 4, 5, 6 "Spice," p. 108 (#9), 109 (#10), 117 (#18), 118 (#19), 119 (#20), 127 (#29), 133 (#33), 137 (#37), 177 (#1), 177 (#2), 178 (#3), 182 (#7)	Half the class receives cards bearing consonant sounds; the other half, word families (such as ill, ale, at). The children holding consonant cards pass through the class to find their partner and make a word. As partners are found they tell the word made by combining their cards. Continue until entire class is paired. Read or record a word list made up of words containing the "oo" sound. Review the sound by telling children that "oo" stands for two sounds; the sound they hear in the word "moon" and the sound they hear in the word "foot". Tell the children they are to listen carefully as you read ten words to them. If the word has the sound they hear in "moon" they are to put a check beside the word's number in the "moon" column, and if it has the sound of "foot", they are to check its number in the column beneath the picture of the foot. Distribute the sheets (cont. on next page)	

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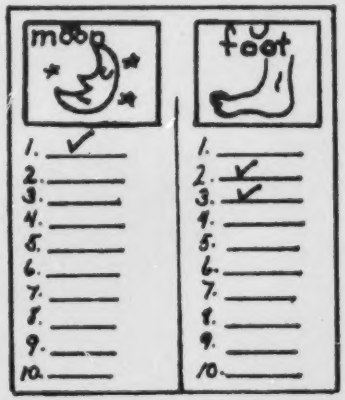
OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
oi	GF- T 83, 91 AB 16					
oy	GF- T 83, 91 AB 16	Din- T 129			T 86-87	

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	illustrated below that have been either duplicated or drawn and laminated for repeated usage:  	
oi oy Instructo Springboards to Reading Duplicating masters Special Vowel Patterns Pt 2 pp. 12, 13, 14 15	Leap Frog - Making consonant substitutions in familiar words to make new words. Substitute the initial consonant to make another word. Use spinner or dice to determine the number of spaces a player moves. Each player marks his moves with a different color or different shape playing piece. When he reaches a task block he must perform the required task in order to leap over to the next space. If he fails to make the leap he must remain in front of the task until his next turn. The first to reach (cont. on next page)	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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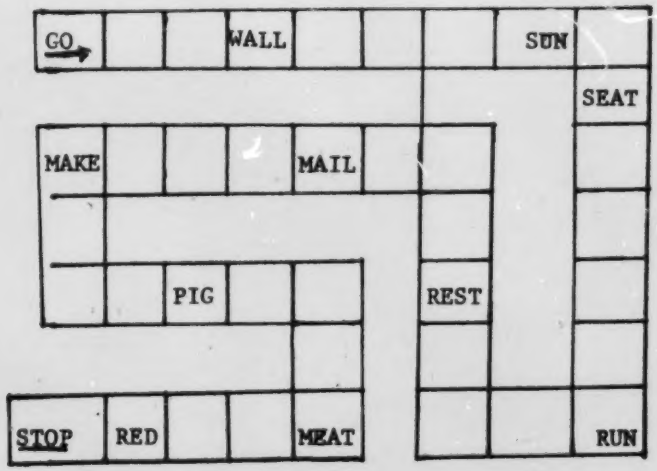
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS

the finish line is the winner.



These are twins:

(cont. on next page)

Level I

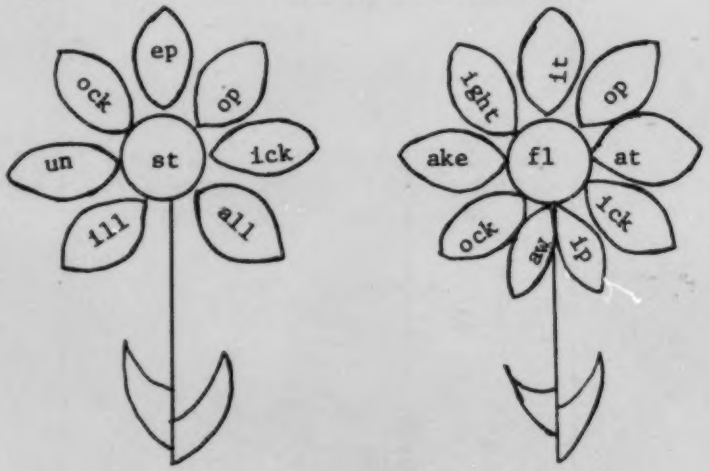
OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
ir, er, ur	GF- T 55, 64 AB 9, 10 BDD- T 110, 188, 211 AB 39, 69 DM 54A, 73B				T 86-87, 102	
ay	Pug- T 179, 188 AB 44 DM 57 ST- T 76	Lions- T 71 Wkbk. 38	TWG- T 65		T 90-91, 98-99	
ar	GF- T 114 AB 24 BDD- T 117, 118, 123, 211 AB 39, 69 DM 34A, 37B, 73B					

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
er, ir, ur- 1. Instructo Springboards to Reading Dup. masters Special Vowel Patterns Pt. I pp. 11, 12, 13, 14 2. T.A. Pt 2 #12, 17, 27 ar 1. Instructo Springboards to Reading Dup. masters Special Vowel Patterns Pt I pp 1, 2, 3, 4, 5	With these twins, did you notice that "oy" (with the tail) is usually at the <u>end</u> of a word, and "oi" is in the middle? In our language, we don't like to end a word in an <u>i</u>, so we write it: boy, not boi. boil boy toy soil toys oil joy spoil	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
or	GF- T 92, 184, 108 AB 18 DM 9 BDD- TM 71, 79 AB 28					
igh	GF- T 109	Rainbows- T 116, 189 Signposts- T 223, 85, 86				
ind	BDD- T 93, 94, 99 DM 27A, 28B					

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
or 1. Instructo Springboards to Reading Dup. masters Special Vowel Patterns Pt I pp. 6, 7, 8, 9 2. T.A. Pt 2 #22		
igh 1. Instructo Springboards to Reading Dup. masters Special Vowel Patterns Pt II pp. 16, 17	Make a Word - Review "igh" by telling the children that it nearly always stands for the sound of long "i". Write "igh" on the board. Tell children that by adding beginning sound and ending sounds, new words can be made. Add the letters to make the word "night" from the 'igh' written on the board. Help children to decode new words by looking at the sound. Give each child (the number of pupils with which you are working should be kept <u>small</u>) a duplicated sheet similar to one below. Tell them that you will read several words to them and that they are to write the words by adding the sounds they hear before and after the 'igh' provided for them. (This part of the activity could be recorded.) Suggested Word List: Might Fight Light Right High Sight Sigh Might	
ind 1. Instructo Springboards to Reading Dup. masters Special Vowel Patterns Pt II pp. 16, 17		

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
7. Names and produces blends. br	Green Feet- TM 40, 41 AB 5	Rainbows- TE 97 Wkbk. 27	Sun and Shad.- T 37			
tr	Sun Tree- TM 66, 74, 75	Tigers- T 111 Rainbows- T 58, 268, 269 Wkbk. 8, 55 T 156 Lions- T 192 Dino- T 136	Sun and Shad.- T 168			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
br Sun and Shadow Dup. Masters #5 "Spice," p. 112 (#14), 125 (#26), 132 (#32) "Kids' Stuff," p. 137 (word families) "Spice," p. 134 #34	Groups of students can play "Climb the Flagpole," having them first identify the l-blends in the name of the game. Allow a minute or two for each student to write three words with initial l-blends. Then give each player a slip of paper with one of the l-blends- bl, cl, fl, gl, pl, or so- written on it. Call on a student to read the three words he wrote. If another player recognizes that any or all of the words begin with the l-blend on the slip of paper given him, he moves a foot up the flagpole for each such word. A second student then reads his words, and all players holding the blends heard in these words move up. Players keep track of their own positions on the flagpole, and the game continues until someone reaches the top, perhaps twenty feet or any agreed-upon distance. Blends - Have children pronounce each word.  	

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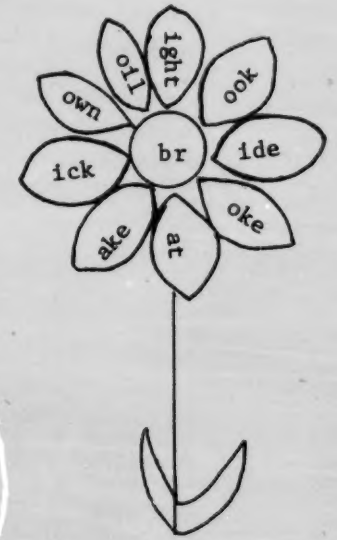
Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
fr	Pug- TM 237 AB 61	Lions- T 167 Rainbows- T 58, 268, 269 Wkbk. 69 Signpost- T 58	TWG- T 58			
gr	Sun Tree- TM 66, 74, 75	Dinosaurs- T 77-78 Wkbk. 82 Rainbows- T 58, 268, 269, 108, 209 Wkbk. 83 Signpost- T 58	Sun and Shad.- T 36			
dr	Blue DD- TM 102, 103, 109, 124 AB 33 DM 32A, 31B, 32B, 40B	Signpost- T 93	Sun and Shad.- T 133			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
gr 1. Sun and Shadow Dup. masters #5	 Escape - Put 5 or 6 "Stepping Stones" on the floor, using a different blend on each. Have the pupil step from one to another, giving a word beginning with that blend. If he misses, he falls into the "crocodile water". Lyons and Carnahan Phonics We Use Learning Games kit "Blends Race", "Digraph Whirl", "Digraph Hopscotch".	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
pr	Blue DD- TM 102, 103, 109 AB 33 DM 32A, 31B, 32B	Dinosaurs- T 128 Wkbk. 82 DM 11 Rainbows- T 58, 268, 269, 108, 209 Wkbk. 83				
cr	Blue DD- TM 72 AB 20	Lions- T 167 Rainbows- T 58, 268, 269 Wkbk. 68 Signpost- T 58	TWG- T 142			
gl	Blue DD- TM 102, 103, 109, 124 AB 33 DM 32A, 31B, 32B, 40B					

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
cr 1. Together We Go Dup. master #33	Phonic Rummy - Make a deck of cards with phonic elements you wish to teach. On each card will appear one phonic element and four words which use that particular phonic element. One of the four words will be underlined. The deck may consist of 36, 40, 44, 48, or 52 cards. For each phonic element there will be four cards, each of which has a different word underlined. A deck of 36 cards would involve nine phonic elements; 40 cards would involve ten phonic elements. The dealer shuffles the cards and deals eight cards, face down, to each player. The rest of the cards are placed face down in the center of the table. The first player to the left of the dealer calls for a word using a certain phonic element on which he wishes to build. For example, he might say, "I want John to give me fly from the 'fl' group." He would pronounce the 'fl' sound. If the person he called upon had that card he would give it to the caller. The caller then continues to call for certain cards from specific people. If the person called upon does not have the card, the player takes a card from the center pile and the next player to the left takes his turn. When a player completes a "book" (i.e. he has all four cards from a certain phonic element) he lays it down. Players can only lay down "books" when it is their turn to draw. The object is to get the most books before someone empties his hand. Examples of cards: fl: flew, flower, fly, floor sc: score, scissors, scooter, scale sm: smart, smile, smooth, small	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREFR EMPHASIS
	Give the Indian his headdress feathers by writing in as many words as possible that begin with letters printed on the feathers. This is an excellent exercise during the Thanksgiving season.	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
c1	Green Ft- TM 200	Signpost- T 63, 229	TWG- T 143			
f1	Green Ft- TM 41 AB 5	Signpost- T 229 Rainbows- T 202 Wkbk. 80	Sun and Shad.- T 93			

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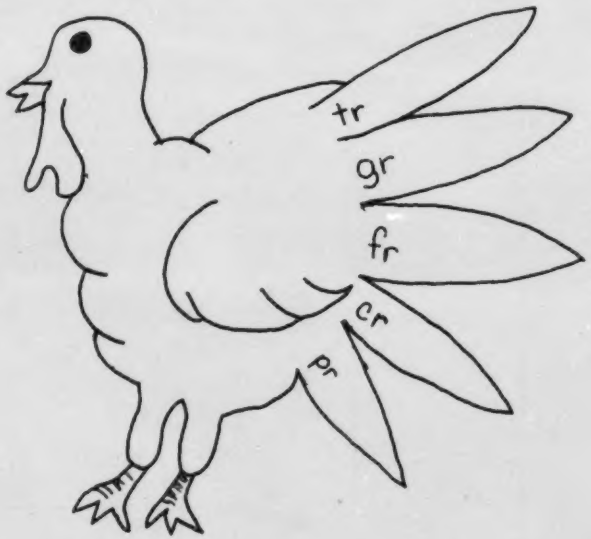
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Give the turkey his tail feathers by writing in as many words as possible that begin with the clusters printed on the feathers. This is an excellent individual exercise during the Thanksgiving season.  	
cl 1. Together We Go Dup. master #33	Clap For Words Purpose: To give practice in listening to recognize word beginnings Players: Group or class Materials: None Directions: The children stand. The teacher says "Listen for words that begin like _____." (using a word that begins with a single consonant, e.g. milk.) (cont. on next page)	Occupations beginning with blends (for vocabulary enrichment): brakeman druggist truck driver priest freighter president grocer craftsman driver crossing guard (cont. on next page)

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
s1	Green Ft- TM 40, 41 AB 5	Rainbows- T 188 Wkbk. 73 Signpost- T 229	Sun and Shad.- T 28			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	"Clap when you hear one. If you clap at a word that does not begin as (milk) does, you must sit down." The teacher then says four words, some of which begin like milk. For example, she might say, "my, much, house, man." After a number have had to sit down, all stand again and the game resumes with another beginning sound. Adaptations: 1. Consonant blends (e.g. Clown may be used. 2. Word endings may be used as the basis for the game. 3. In higher grades, children could listen for the medial sounds in words. Cautions: Children should have had previous experience recognizing these sounds. Mix-A-Blend To listen carefully to recognize consonant blends given orally. Players: Small group or class Materials: Cards with blends such as [br] [pl] [gr] [cl] for each child; have several cards for each blend. Directions: This is played much like Fruit Basket Upset. The players stand in a circle, each with a blend card in hand. The person who is IT stands in the center. He will call a word beginning with a blend (for instance, "grape" for "gr"), and those holding that card exchange places. IT tries to get in one of their places first. The one left out must be in the center and become the new caller. It would be helpful to have a list available for the caller of many blend words to choose from such as dream, flower, dress, flop, dried, plenty, grain, and crow. (cont. on next page)	gluer glassblower cleaner florist sledge hammer operator smoke jumper (US forestry) snake charmer sword swallower scuba diver stewardess skater space pilot street cleaner sprayer splitter (splits tiles) thrasher (wheat) blacksmith plower plumber squad car officer scrubwoman

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
sm	Blue DD- TM 71, 72 AB 20	Lions- T116 Rainbows- TE 144 Wkbk. 51 Signpost- T 59	TWG- T 200			
sn	Green Ft- TM 261 AB 63	Rainbows- T 121 Signpost- T 203	TWG- T 200			
sw	Blue DD- TM 71, 72 AB 20	Signpost- T 63, 236				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Occasionally IT may say "Mix-A-Blend" and all players change or "mix" places and IT may try for a place in the circle. Adaptations: For first-grade children, beginning consonants may be substituted for the blend cards. Cautions: There must be 2 or more cards with each blend to make it possible to exchange places. This game should not be played by one small group in the room if others are busy with study activities. Take- Purpose: Review blends and phonograms Materials: Fifty 2 1/2 x 3 1/2 inch cards with practice words on them, the phonograms underlined (ack, ate, etc.) Procedure: Depending on the number of players, 1-5 cards may be dealt. These words must be pronounced (with help if necessary) and turned face up in front of each player. The cards are to be kept in groups according to the phonograms. The child to the left of the dealer starts the game by taking a card from the pile. To keep this card and his turn, he must be able to pronounce the word by himself. If he does so, then he has the right to take cards from any or all of his neighbors. To take their words, he must say, "track" (his drawn word), takes "shack" because of the "ack". He can continue taking as long as he can pronounce the words of others that have the same phonogram as his drawn word. Then the next child has a turn, and so on. The cards will be taken away many times and much practice takes place.	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
sc	Green Ft- T 41	Lions- T 208-209 Wkbk. 60 Rainbows- TE 202 Wkbk. 80				
st	Pug- TM 177, 178 AB 43 Green Ft- AB 63	Tigers- T 110-111 Wkbk. 60 Rainbows- T 188 Wkbk. 74	Sun and Shad.- T 17			
sk	Green Ft- TM 65 AB 12	Rainbows- T 144, 243 Wkbk. 101	Sun and Shad.- T 17			
sp	Green Ft- TM 261 AB 63		Sun and Shad.- T 109			
str	Green Ft- TM 41 AB 5	Rainbows- T 164, 166 Wkbk. 62 Signpost- T 218	Sun and Shad.- T 168			
spr	Blue DD- TM 164, 165, 171 AB 60 DM 48A, 49A, 57B					

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
st 1. Sun and Shadow Dup. master #1 sk 1. Sun and Shadow Dup. master #1 sp 1. Sun and Shadow Dup. master #28		

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
spl	Blue DD- TM 164, 165, 171 AB 60 DM 48A, 49A, 57B	Rainbows- T 218				
thr	Green Ft- TM 200	Rainbows- T 89, 97 Wkbk. 26 Signpost- T 204				
*bl	Sun Tree- TM 85	Signpost- T 229 Rainbows- TE 174 Wkbk. 97	Sun and Shad.- T 94			
*pl	Pug- TM 178 AB 43	Lions- T 100-101 Wkbk. 48 Rainbows- Wkbk. 42 TE 174 Signpost- T 229	Sun and Shad.- T 44			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
*squ	Blue DD- TM 164, 165, 171 AB 60 DM 48A, 49A, 57B	Signpost- T 182				
*tch	Blue DD- TM 35, 39, 63 AB 4 DM 5A, 15A, 16A	Signpost- T 78, 218				
scr		Signpost- T 123				
8. Names and produces digraphs. sh	ZPG- T 100, 115 AB 53, 57 BDD- T 220 DM 74B	GRR- T 69, 72, 74, 79, 80, 81, 82 Tigers- T 153 Rainbows- T 255, 62, 202, 203, 10, 11 Signpost- T 224, 238, 72	MA- T 113, 119 SS- T 53, 101 TWG- T 113, 216, 217			

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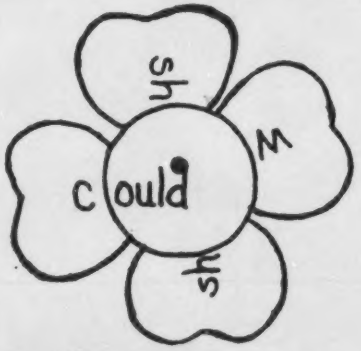
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Kids' Stuff," p. 105 sh 1. T.A. Pt I #33 (initial) #34 (final) 2. Listen and Do Consonants #26 3. A Magic Afternoon Dup. masters #33 4. Try This card 41 (final)	Flower Wheel - Construct and laminate a flower wheel similar to the one below. "ould" should be printed in the center with beginning sounds printed on each petal. Center of flower is braded to petals so that petal wheel can be rotated around flower's center. Let children read the words as the petals are rotated. 	Occupations beginning with digraphs: shipbuilder theater worker chairman whaler

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
th	Pug- T 193, 194 AB 48 DM 59 ST- T 41 BDD- TM 220 DM 74B	GRR- T 69, 75, 77, 79, 80, 81, 82 Lions- T 75, 76 Signpost- T 170, 172	MA- T 128 S&S- T 140, 162 TWG- T 217			
ch	GF- T 166 AB 38 BDD- TM 220 DM 74B	GRR- T 69, 78, 79, 80, 76, 81, 82 Dino- T 283 Signpost- T 246, 251 Lions- T 169, 170, 234, 236	MA- T 142 SS- T 140 TWG- T 157, 217			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
th 1. T.A. Pt I #35 (initial) #36 (final) 2. Listen and Do Consonants #28 3. A Magic Afternoon Dup. masters #37 4. Try This card 41 (final)	A folder is made with pictures of words that have th, sh, ch in initial or final position. Make a set of cards with the th, sh, ch printed on them for each folder. Children can do this activity individually or in large groups. They must put the correct card under each picture in the position that it appears in the word. Making digraph booklets can supply useful reinforcement for phonic information. Pictures of objects beginning with digraphs, such as ch, sh, or th, are cut from magazines. Use a separate booklet for each digraph. Have students glue in the pictures and print the word for each object under the appropriate picture.	
ch 1. T.A. Pt I #31 (initial) #32 (final) 2. Listen and Do Consonants #29 3. Try This card #41 (final) 4. A Magic Afternoon Dup. masters #42		

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
wh	GF- T 214, 222 AB 51 BDD- T 220 DM 74B	GRR- T 69, 71, 73, 74, 79, 80, 81, 82 Signpost- T 110	S&S- T 28, 162 TWG- T 77			
9. Names and produces spellings. nk	GF- T 155	Signpost- T 170, 178, 220, 246 Rainbows- T 210, 115	TWG- T 222			
ng	GF- TM 166 AB 38 BDD- TM 220	Signpost- T 178, 183, 205, 224, 231, 246, 251 Rainbows- T 111, 235	MA- T 186, 187			
ck	GF- T 142 Pug- TM 193, 194 AB 48 DM 59 BDD- TM220	Lions- T 250 Tigers- T 111 Signpost- T 170, 193, 205, 220, 231	MA- T 185 SS- T 80 TWG- 222			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
wh 1. Listen and Do Consonants #27 2. game	wh- Place a piece of paper by the bottom edge 2-3" in front of the child's lips. Say "with" . . . the paper should not move. Use (why - y), (whitch - witch), (we'll - wheel). Match Me Purpose: To listen carefully in order to recognize words that end alike Players: Small group Materials: Set of slash cards prepared for this game Directions: Prepare a number of one-word flash cards (cont. on next page)	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
		Dino- T 283 Rainbows- T 111, 157				
qu	Pug- T 205 BDD- T 219	Rainbows- T 50, 74 Signpost- T 182	TWG- T 151			T 22

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	using words similar to the following: st ck er best black teacher last neck player rust trick father fast stick mother Give each child two cards. The players listen carefully as the teacher says a word which ends like one of the groups of cards, for example "track." Then each player who has a word which ends with ck must stand before the group, show his cards, and say the word. Adaptations: 1. Consonants or blends in the initial position could also be used. 2. Words with other endings could be used, e.g., ay, in, en. Cautions: When children "call" the words they should be encouraged to speak distinctly so that all may hear. For instance, be sure the "t" in fast is sounded clearly. Here is a case where articulation is extremely important - a good chance to make more mobile the children's "lazy lips."	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
10. Produces n sounds (silent letters).						
gn	GF- T 244 BDD- T 220					
kn	GF- T 222, 214 214, 215 AB 51 DM 26	Dino- T 164, 172 Wkbk. 89 Rainbows- T 119, 114 Signpost- T 95, 212				

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	1. Write the following incomplete sentences and have students complete each with a word that sounds the same as another word in the sentence. The word students supply must contain kn, gn, or wr. The _____ rode all night to the tournament. Mother takes off her ring to _____ the clothes. That _____ is not tight enough. You don't need to _____ the dough that much. I _____ my new dress would come today. Please _____ my name the right way. 2. Use Reinforcement Activity 1, "Baseball," to strengthen concepts taught on pages 11 and 12. The pitcher can ask, for example, for a word in which kn stands for the sound n represents, or for a word in which gh does not stand for any sound. Word in the Box Purpose: To provide review and reinforcement on "kn" words. Materials: A large box; word cards with words on them that have given the children trouble in their reading. Include several words beginning with "kn". Procedure: The children sit in a circle around the box. The teacher either reads or plays a tape recording of a story. Before hearing the story, each child is given a card on which there is a word from the story. When that word is read in the story the child says "_____ goes in the box." And throws the word in the box. The child then is given another word so that he may continue in the game.	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write knack, gnaw, knight, gnash, and know on the board, have the words read, and ask the class what sound is heard in each of them. Have students underline the letters that stand for the sound n represents in these words. Then write wrong, wreck, wrestle, written and repeat the same procedure. Add lamb, climb, limb, crumb, calling attention to the final sound in each of these words and asking what letters represent it. To show that gn can also occur at the end of a word, write sign and use riddle clues to help students think of other examples: reign, resign, foreign.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
STRUCTURAL ANALYSIS						
1. Tells how many syllables in a word heard orally.	Keys 57, 58 Green Ft-TM 123 Wkbk. 26, 27, 31, 32, 44, 45, 57 DM 12, 15, 23 Blue DD-AB 86 DM 75B					

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Lyons and Carnahan - Phonics We Use Learning Games kit - Syllable Count Making Ends Meet p. 29 Syllable chart p. 49 "Spice," p. 17 (#10), 197 (#1 and #2)	Hearing Syllables - Make a list of 1, 2, 3 syllable words. Divide the group into 2 teams. Two pupil leaders take turns reading a word from the list. The first team member uses the word in a sentence and tells the number of syllables. Each team takes turns. If a person misses, the next team tries. The team with the greatest number of correct responses is the winner. Syllable Baseball - Choose 2 teams. The pitcher flashes a card. If the batter can tell the number of syllables, he makes a hit and goes to first base, the previous players advance to the next base. When three outs are made, teams change. Tap, Tap Purpose: To listen to words as a preparation for syllable recognition Players: Group or class Materials: None Directions: The children are asked to tap desks gently with their fingertips to designate syllables in words the teacher pronounces. Experiences with three-syllable words, with two-syllable words and words having only one syllable are desirable. Adaptations: 1. Children may select words for tapping. 2. Children with a high degree of readiness may work with longer words. Cautions: Children may find it easier to learn the game using words of two and three syllables before applying it to one syllable words.	For oral practice use names of workers in a particular occupation: E.g.: Health Services (doctor, dentist, nurse, receptionist) Telephone (repairman, operator, installer, lineman, etc.) Grocery (clerk, stamper, checker, delivery, manager, etc.)

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
2. Divides a two-syllable word between double consonants.	Green Ft- TM 126, 132, 142, 143, 150, 190, 192, 198, 288 Blue DD- TM 226, 227	Rainbows- T 109, 119, 151, 243 Signpost- T 153, 219	Sun and Shad.- T 101, 110, 116, 170 TWG- T 21, 32, 36, 63, 189, 193, 205-206, 213-214, 231, 74			
3. Gives the meaning of contractions.	III Sun Tree- TM 33, 34, 94, 101 DM 78 IV ZPG- TM 52 AB 41 VI Blue DD- TM 172, 173, 179, 227, 234 AB 62, 85 DM 51A, 52A, 71A, 58B, 59B, 77B	Tigers- T 73, 78, 84, 116, 132 Lions- T 62, 64, 206, 246 Dinosaurs- T 64 Rainbows- T 84, 135, 219	A Magic Af- T 180 TWG- T 71-72, 74, 75, 131, 132			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Kids' Stuff," p. 135 "Spice," p. 144 (#3), 145 (#5)		
"Spice," p. 34 (Contractions (#6) Making Ends Meet, p. 48 Contractions - Together We Go Duplicating masters #29	I've I'm I'll don't can't didn't isn't hasn't haven't hadn't wasn't it's you'll Listening for Contractions - A tape recording activity will help children make the connection between contractions and the two separate words. Construct your tape so that the initial section is limited to contractions which have one missing letter, such as the following: wouldn't isn't didn't there's aren't you're that's I'm don't Later portions of the tape should include contractions which have two missing letters, such as these: we've he'll you'll we'll they've can't As a child listens to the tape, he should hear the contractions in numbered sequence. It is important (cont. on next page)	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	that you present each contraction both in isolation and in a sentence. After presenting the contraction, instruct the pupil to underline the two words on his worksheet which compose the contraction. At the end of your tape give the correct answers. Tell students that there are many different contractions in the short sentences you are going to read them, and in most cases more than one contraction in a sentence. They are to listen for the contractions and be ready to name the words that form them. Read a sentence aloud, then allow time for students to repeat the sentence to themselves and find the contractions. Call on different students to identify the contractions, and then ask a volunteer to try to repeat the whole sentence without any contractions. Let's ask if they're home. I don't think that's funny. I mustn't tell you've won. You'll not think it's true. He's as she'd known he'd be. I'll see if she's in. Don't say what's not true! She can't know I'm here. Here's what we'll do! It doesn't like its nest. Write the contraction for each of the pairs of words below. The contractions you will need to use are included on the next line: he'll, I'll, didn't, they've, haven't, isn't, mustn't, I'm 1. did not _____ 5. is not _____ 2. he will _____ 6. they have _____ 3. have not _____ 7. I will _____ 4. must not _____ 8. I am _____	

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(cont. on next page)

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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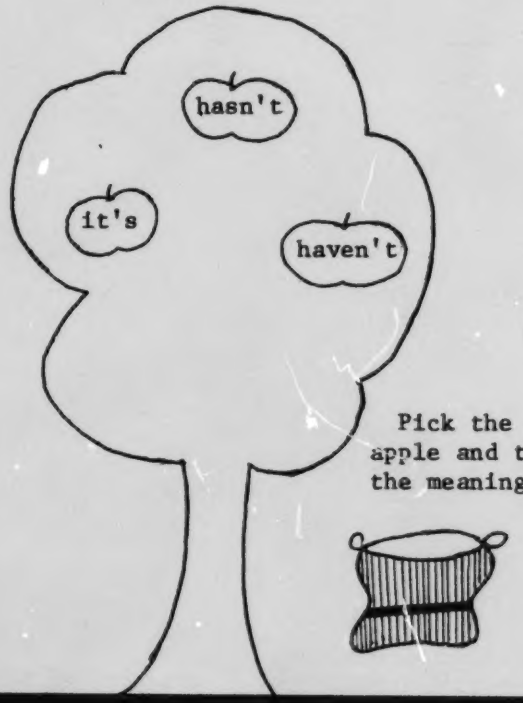
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Write the contractions for each of the pairs of words below. Remember an apostrophe is part of the spelling. 1. is not _____ 4. should not_____ 2. I am _____ 5. they have _____ 3. they are_____ 6. you are _____ After working with the contracted form of not, the following exercise may be used. Help children give contractions in which not is shortened. The following may appear on the board: is not has not will not did not should not was not would not does not had not were not can not could not have not  	

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Identifies words and their meanings when written in possessive form (singular).	VI Blue DD- TM 41, 42, 55 AB 13 DM 4B, 9B	Tigers- T 156	A Happy M/ A Magic Af- T 42, 45, 46 Sun and Shad.- T 191-192			
5. Identifies root word and suffix with following suffixes: -ed, -s, -ing, -er, -y.	Green Ft- TM 74, 157, 223, 228 AB 53 Blue DD- TM 74, 157, 223, (cont. on next page)	Tigers- -s: T 116-124 -ing: T 144 -s: T 150-151 Dinosaurs- T 106, 223, 281	A Happy M- -ed: T 22 A Magic A- T 137, 173, 257 Sun and Shad.- T 34, 46 95, 161			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Cut sentence strips into puzzles: 1 side name; 1 side 's and item. Child matches, Sue | 's dress Bob | 's ball then draws what belongs to each child. Or on mimeograph paper put boxes with a child's name and cut and paste strips with 's and a noun. The child pastes the 's-noun strip by name and draws the paper: Sue / Bob 's hat / 's ball	List 10 classmates with item of clothing they have on. Example: John's blue shirt; etc. Display with possessives on bulletin board: Example: Sue's work, etc. Make tote trays, etc.	Duplicate pictures of items belonging to different workers. Place the name of the worker with a blank after it followed by the name of the item. The child adds the 's and colors. the fireman_____ hat the policeman _____ badge the janitor _____ broom the carpenter_____ tools the nurse_____ thermometer the dentist_____ chair, etc.
Suffixes - Try This (Harcourt Brace) pp. 92, 97 "Kids' Stuff," pp. 136, 148, 181 "Spice," p. 41 (#4), 146 (#6), 192 (#12), 199 (#4)	-ed, -s, -ing, -er, -y S / WORK / ED / ING	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	228, 27, 33, 35, 39 AB 89, 90, 1, 4 DM 15A, 39A, 73A, 74A, 11B, 17B, 18B, 24B, 25B, 78B, 82B, 1A, 20A, 1B, 2B, 5A	Rainbows- T 48, 89, 166, 174, 218, 258 Signpost- T 211	TWG- T 36, 189, 193			

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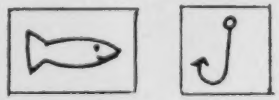
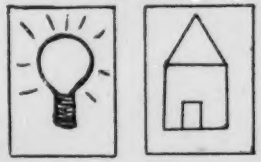
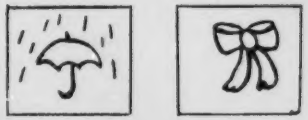
OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Let's Go Fishing - Cut out small fish shapes from construction paper and print a known word to which an "ed" ending has been added. Attach a paper clip to each fish shape. Tie a small magnet to a string which has been tied to a ruler. Let the children "fish" from a small box. When the child catches a 'fish' he must read the word and tell if the 'ed' has the sound of "ed" "d" or "t". If he does this correctly, he keeps his fish. The child with the most fish at the end of the game is the winner. Some suggested words: backed called helped laughed boxed fished jumped lasted opened played sounded waited liked named looked named	
"Spice," p. 38 (#11), 44 (#17), 198 (#3) Making Ends Meet, p. 44	Start a "chain" of compounds and challenge students to see how long they can keep it going. The object is to form a new compound that begins with the last word in the compound before it: afternoon, noonday, daybreak, breakdown, downhill, hilltop, topcoat, coatroom. When students get stuck, give a new starter word and let them try again. Possible starters: quicksand (sandpaper, paperback, backache); homework (workout, outside, sidelight); notebook (bookstore, storehouse, housefly); airmail (mailman, manpower, powerhouse). fishhook  (cont. on next page)	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	lighthouse 	
	rainbow 	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
COMPREHENSION						
1. Labels objects and pictures showing action.	(Interpreting Pictures: Stepping Stones- TM 9, 12, 14, 43, 64, 66 DM 9) T 21A		Look, Listen, L-T 70, 84, 108, 44-47	as supplemental		
2. Follows printed directions.	ZPG- TM 99, 116 DM 95, 98 Green Ft- AB 10 BDD- TM 116, 187, 206 209 AB 26, 66, 76 DM 60A, 61A, 63B	Signpost- T 213, 349		T 23, 26		

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Laidlaw Pupil Book- pp. 5, 8, 15, 16, 31, 53, 59, 62, 109 (picture show action, can be used for description or introducing action words)	Read a poem to the class. Instruct the children to draw a picture of something in the poem. Re-read the poem. Have the children hold up their picture at the proper point in the poem.	Duplicate cartoons with pictures of community helpers, leaving the bubbles blank.
"Kids' Stuff," pp. 35, 63, 152 "Spice," p. 31 (#3), 69 (#18), 155 (#5)	Write sentences on the board to be acted out. Example: I have a frog in my pocket.	Duplicate or print the following on the board. 1. You see a fire in your house. 2. You need to call the fire department. The number is _____. Find this in the front of the phone book. 3. You need to tell them where your house is. The house number is _____. The street name is _____. This can be used with different situations. i.e. the child is lost.

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
3. Answers a question by picking a sentence from material read.	Pug- Wkbk. 42 STZPG- Wkbk. 12, 44	Dinosaurs- Wkbk. 74, 78, 84, 98, 101 Rainbows- DM 18, 30, 39, 57, 63 T 91, 121, 146, 190, 204, 358-362 Signpost- T 179, 194, 231, 346-348	Sun Up- T 88, 104, 111, 118-119 A Happy M/ A Magic A- T 38, 82, 83, 96, 160, 191, 196 Sun and Shad.- T 49, 74-75, 82, 97-98, 164, 190 TWG- T 27, 42, 56, 68, 69, 75, 83, 87, 117, 123, 124, 130, 149, 155, 203, 206, 213, 226-228	T 23, 24		

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Controlled Reader Lessons 1-25A Try This - (Harcourt Brace) pp. 48, 49, 50, 54, 58, 70, 90, 99	The Apple - The child should read the story, then answer the questions asked about it. The Apple The apple is red and shiny. It grew on a tree. The apple is juicy and good to eat. Questions: 1. What color is the apple? 2. Do people eat apples? 3. Do apples grow on vines? 4. What makes an apple shiny?	Give the child community helper stories and ask questions about them.

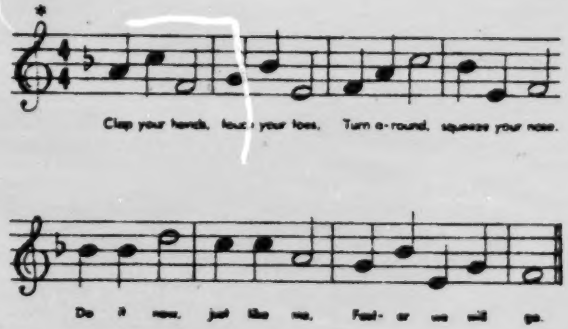
Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Predicts what will happen next in a story.	Pug- TM 63, 64, 171 Green Ft- T 214, 122, 132 Blue DD- T 240, 45, 51, 122, 123 AB 92, 96, 40, 63 DM 38B, 79B ZPG- AB 46	Tigers- T 152, 193 Lions- TE 101, 136, 185, 193, 209, 225, 251 Wkbk. 68 Dinosaurs- DM 8, 23, 35, 44 Rainbows- Wkbk. 23, 59, 79, 90, 96, 106	Sun Up- T 126, 128, 139-140, 148 A Magic A/ A Happy M- T 100, 103, 133, 155, 177 TWG- T 55-56	T 22, 32		

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Drawing Conclusions - Try This - (Harcourt Brace) pp. 55, 59, 65, 88	For this exercise, draw from the everyday life experiences of your group. Allow pupils the latitude of many possible answers, depending upon their experiences. Start them off with situations such as those below. (Likely answers are in parentheses.) What would happen if we forgot to water our plants? (They would die.) What would happen if it rained on the day we planned to visit the zoo? (We'd go another day; or We'd wear raincoats and take umbrellas.) What would happen if you missed the school bus? "I'd walk to school; or Mother would drive me.) What might happen if you turned on the water faucet too hard? (The water would splash you.) What would happen if the school bell were broken one day and wouldn't ring? (The teacher would have to call us into school.) Read to children a story they have never heard before. Choose a story with a definite story line. Near the end of the story, stop and ask children to predict what will happen. After children have made their suggestions, finish reading the story and have children compare their predictions with the actual ending. Cut simple cartoons from the newspaper. Give the child 2 or 3 frames (in sequence) and allow him to draw the next frame. This exercise is for those children who need more practice using meaningful context to anticipate sentence endings. Tell pupils that you will read a (cont. on next page)	Create a story about a particular job, allowing the child to draw a picture or write a sentence to tell what happened.

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
5. Places events in sequence.	Stepping Stone- T 3, 6, 14, 19, 25, 30, 42, 49, 52, 56, 57, 62, 66, 67, 70 Pug- T 60, 94, 125, 157, 162, 214, 248 AB 32 Sun Tree- T 136 AB 20, 23	Lions- Wkbk. 55, 62 Dinosaurs- TE 85, 133, 177, 219, 253	Sun Up- T 113, 135, 152-153, 89, 154 A Happy/ A Mag- T 62, 77, 133 Sun and Shad.- T 90, 131, 147-148, 190, 208 TWG- T 63, 68, 72, 81, 131, 178	Pupils Book- p. 79, 83, 13, 14, 15, 16, 31, 32, 39-41		

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	little story to them and that they must listen carefully and try to complete it. Use sentences such as these: Mary's mother asked her to buy a loaf of bread. So Mary went out of the house and walked to the _____. (store, supermarket) One hot day, Jerry wanted to get cooled off. He put on his bathing suit and jumped into the _____. (pool, lake, ocean) It was Eric's turn to feed the pet rabbit in the classroom. He gave the rabbit some _____. (carrots, lettuce)	
"Kids' Stuff," p. 78 "Kids' Stuff," p. 70-72 Try This (Harcourt Brace) pp. 78, 84, 94 Put a cartoon in correct sequence.	 *Begin with a slow tempo, singing faster each time the song is repeated. Have students sing along and do the actions several times. On the board write: First we _____. touched toes Next we _____. squeezed our noses Then we _____. clapped our hands Last we _____. turned around (cont. on next page)	First of year-- Duplicate pictures of situations when a child would need a community helper. Last of year-- make sentences.

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
	ZPG- AB 52, 63 Green Ft- AB 6, 52 Blue DD- T 39, 40, 60, 62, 82, 83, 84, 128, 129, 186 AB 5, 25, 38, 44, 51 DM 6A, 7A, 13A, 22A, 35A, 12B, 21B, 22B, 42B, 62B		Look L&L- T 45, 46, 47, 93, 108-111			

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Have the children write or dictate the correctly completed sentences. Other actions may be substituted in the song. Black Magic Purpose: To provide practice in listening in order to recall a sequence of objects. Players: Group or entire class Materials: None Directions: The leader and his accomplice are informed by the teacher how to play the game. The accomplice then states that he can leave the room and upon his return name the object which the members of the class have selected. While the accomplice is out of the room, the class decides on an object and the accomplice returns. The leader then names several objects such as chair, chalk, light bulb, and book. He then names a "black-colored" object such as a stapler. (The color "black" is the clue.) The accomplice knows that the next object named is the one selected by the class. So, if the leader next says, "Is it the waste paper basket?" the accomplice will say, "Yes." Now the children who can remember, in order, the objects named by the leader are told the secret of the game. The game continues with the remaining children trying to remember the next list of objects named so that they can be let in on the secret of "Black Magic." Adaptations: This game would not be useful once the children know the secret of "Black Magic." It is important, therefore, that a number of adaptations be used if it seems to be desirable to continue this type of game. Adaptations could include:	

(cont. on next page)

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	1. Using objects starting with the letter "D" as the key word. 2. Using the first object named in the front part of the room as the key word. Cautions: 1. If two or three of the youngsters have difficulty in winning, the teacher might select them as leader and accomplice at the beginning of a new game. 2. It might be well to have the children themselves suggest variations of this game. Listening for Sequence in Directions Say: Today we will play a game. I will tell you three things to do, and you must do them in the same order as I say them. You will have to listen very carefully to remember the order. Who would like to be first? Give oral directions such as the following: First, put a book on my desk; next, draw a circle on the board; last, open (or close) the door. First, get a red crayon; next, get a block; last, hop back to your chair. When each set of three tasks is completed, ask the other pupils questions such as these: What did (child's name) do first? What did he do next? What did he do last? Cut simple cartoons into frames and mount on tagboard for sequencing. Cartoons - Cut a simple cartoon strip, such as Peanuts, Donald Duck or Nancy into sections. Students arrange them in order as the events occurred. When selecting cartoons make sure the sequence is evident.	

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
6. Identifies the appropriate ending for a sentence.						

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Read to the Students: Taking Off The airplane taxis down the field And heads into the breeze, It lifts its wheels above the ground, It skims above the trees, It rises high and higher Away up toward the sun, It's just a speck against the sky --And now it's gone! Mary Mc B. Green Reread the poem, then ask pupils to relate the sequence of the plane's take-off. Use questions such as these: What does the airplane do first? What does it do next? What is the last thing it does?	Use job descriptions for sentence completion: Picture of worker words fireman hat Sentences: I am a _____. I wear a _____. I fight _____. I ride in a red _____.

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
7. Draws conclusions from facts presented.						

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
		Use riddles for different occupations. I help you when you're sick. I listen to your heart. I am a _____. I work on a corner. I wear an orange vest. I help you cross the street. I am the _____. I help you if you're lost. I protect people. I wear a badge. I am a _____. I show you how to do things. I tell you things you don't know. You see me 5 days a week. I am your _____.

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
MECHANICS OF LANGUAGE						
PUNCTUATION AND CAPITALIZATION						
1. Copies sentences from a model.				(modified) p. 85-86	T p. 85	51P, 62P, 57P, 53P, 44P, 24P, 35P, 37P, 39, 45, 46, 49
2. Capitalizes:						
a. first word.				LRT-103, 104		50P, 57P, 56P
b. names of persons and pets.				LRT-91, 92		56P
c. days of the week, months of year, holidays.						
d. titles of people (Mr., Miss, Mrs., Dr.).	Green Ft-Wkbk. p.32					
e. the word I.				LRT-91, 92		56P

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
		Palmer Handwriting Fathers Work 62P *Citizenship 57P - Palmer 53P - Palmer
1-2-3-4 "Spice," p. 46 (#19)		Duplicate the following story, leaving letters small. mr. brown is a fireman. he works very hard. on monday, december 25, he heard the firebell. he rescued miss bell's cat, puff, from a tree. later, he ate christmas dinner with his family. i like mr. brown.

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
3. Identifies the punctuation marks. (. , ? !)	Sun Tree- T 66 Blue DD- T 145	Tigers- T 58, 65, 66, 80, 122, 60 Lions- T 251, 267, 142, 143, 90 Rainbows- T 68, 86, 195, 69, 180, 61	Sun Up- T 71, 72, 74, 126, 127, 63, 67, 74, 82, 105, 113, 119, 128, 117, 138 A Hap M/ A Mag A- T 42, 55, 88, 180, 38, 51, 52, 174, 175 Sun and Shad.- T 57, 222, 61, 75, 104, 114, 50, 90, 122-123, 174 TWG- T 74, 131, 132, 57, 62, 63, 75, 68, 148, 49, 57, 67, 56, 148, 204, 205, 219	LRT- 90		52P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Experience Story Utilize the experience story commonly used in the first grade as a language exercise. Combine it with the daily news items brought in by the children. (The children listen closely to each other). A title for the story is decided upon. Sentences are constructed orally by the children; then written on the board. Capitalization and other forms of punctuation are noted. The children read the story and then write it.	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Uses correctly the period, the question mark, and the exclamation mark at the end of sentences.	Sun Tree- T 84 AB 3, 13 DM 76 ZPG- TM 75 DM 91	Dinosaurs- T 76, 88, 106, 128, 136, 156, 172, 178, 198, 214, 222, 246, 256, 280, 312	Sun Up- T 117, 119, 128, 135 TWG- T 57, 76, 83, 125, 174	p. 90, 104		52P
5. Writes simple sentences from dictation.						
6. Uses period after abbreviations such as Mr., Mrs., St., etc.	Green Ft- AB 32	Lions- T 90 Dinosaurs- T 89				

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Spice," p. 156 (#6)	Abbreviations - Students list as many abbreviations as they can while you write them on the board. They may categorize them into states, streets, days, months, or time. This can help call attention to abbreviations and their correct usage. As each abbreviation is written strongly emphasize the placing of the period.	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
GRAMMAR AND USAGE						
1. Distinguishes between asking and telling sentences when presented orally.	Stepping Stones- TM 28	Tigers- T 200	Sun Up- T 120, 117, 119, 128, 135 A Hap M/ A Mag A- T 62, 70, 145-146	T- p. 23, 24 P. 71, 72 T 15		
2. Asks or answers questions upon request using complete sentences.	Stepping Stones- TM 6, 9, 16 ZPG- T 85	Tigers- T 96-98, 135-136, 178, 221-222 Lions- T 103-104, 146-148, 195-196, 236-237, 275-276 Dinosaurs- T 92-94, 141-142, 183-184, 226, 259-260, 291-292, 317-318		T 13; Lesson 1: Supplementary Activities		

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Kids' Stuff," p. 1, 2, 4	Use comprehension questions for basal readers.	
"Kids' Stuff," p. 2 "Tell It Like It Is" "Spice," p. 161 (#4)	Use comprehension questions for basal readers.	Questions can be job descriptions. Who helps us cross the street? Who helps us when we're lost? What does a fireman do? What do you use to report a fire? What stops us at an intersection? What tells us a train is coming? What tells you an ambulance is coming?

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
3. Uses present, past and future tense in answering questions; selects the proper verb for given sentence.	Sun Tree-TM 128	Dinosaurs-T 137, 173, 179, 257				

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Laidlaw Language Text, TM has suggestions under Supplementary Activities for oral discussion.	Build sentences around various occupations. For example, each sheet on a particular verb form could be on a particular occupation, with a picture of the worker. is - or - are This man (is, are) our friend. He makes sure our teeth (is, are okay. He (is, are) a dentist. We (is, are) glad he can help us.

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
4. Distinguishes between naming and action words.	Green Ft-TM 156		Look LL-T 41 Sun Up-T 157, 158, 160, 166 A Hap M/ A Mag A-T 182, 183 Sun and Shad.-T 46, 124, 161, 195, 198, 199	T p. 18; Lesson 3 (p. 45-46) T p. 26; Lesson 2 (p. 83)		
5. Orally uses: nominative case, objective case and possessive case pronouns.	Pug-AB 54	Rainbows-T 106, 156, 175, 210 Signpost-T 86, 154, 169, 204, 230, 250	A Hap M/ A Mag A-T 42, 45, 46, 89, 126, 146, 147, 148, 176, 177, 190, 123, 75, 86, 87, 127			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	Getting it Together Skill: Matching the subject and predicate Materials: Ovals (20 approximately 3" x 5"), Pen or marker, Scissors, Labeled box Procedure: Across each of twenty ovals, an irregular line is drawn lengthwise with the subject above the line and the predicate on the lower half. These sentences contain words that children encounter in their reading. These ovals, cut apart on the irregular line, are stored in a labeled box. The child is to match the subject and predicate. After all parts have been matched, the child may read the sentences. Stories may be made from these sentences. Matching Sentences - The exercise using sentences or words from the reading lesson may be duplicated, written on the blackboard, or printed on strips or card for individual activities. Example: A B a. We write . . . . . 1. in the air b. Bread is baked . . . . . 2. on a tree c. Birds fly. . . . . 3. with a pencil d. Snow falls . . . . . 4. in an oven. etc.	List people and what they do. The child divides his paper into two columns: workers what they do He then lists on each side the names and the actions.

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	PAND McNALLY SPELLER	PALMER HANDWRITING
			Sun and Shad.- T 50, 131, 191, 104, 105, 106, 61, 63, 65, 91 TWG- T 109, 43			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
COMPOSITION						
1. Contributes to the composition of thank-you notes, invitations, etc. with the teacher acting as recorder.						
2. Writes thank-you notes, invitations, etc.					p. 103	49P
3. Writes a short story using a given list of words.			Sun and Shad.- T 65, 77, 92, 175, 192, 230 TWG- T 57, 76, 83, 125, 174		p. 90, 86, 98, 94	54P

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Look, Listen and Learn provides for dictation of creative writing (p. 7, 9, 11, 13, 53) "Kids' Stuff," p. 236-237 "Spice," p. 83 (#6)		Writing a letter to various workers could be used.
"Spice," p. 82 (#4)		Postman, postal clerks, etc. can be discussed. Allow children to write letters to each other. These may be mailed at the real post office or mailed to the child's tote tray with workers appointed.
"Kids' Stuff," pp. 234-235, 238, 239-240, 249 "Spice," p. 159 (#2)	Have children bring in photos, snapshots, magazine pictures, and newspaper illustrations that show a wide variety of subjects and activities. After children have collected the pictures, put them up on the bulletin board and have children study them to decide which ones go together. Have children think up captions or labels for each group and write the captions on strips of tag board. Then let the children work together to reorganize the pictures on the bulletin board by placing each picture under the (cont. on next page)	Spark p. 112 (#8 Community Helpers) Use occupations to build stories.

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
	appropriate caption. The categories could then become subjects for creative writing assignments. Make a large shape of a turkey. Have a list of words related to Thanksgiving printed on the turkey. The class or individuals can write stories.	

Level I

OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
STUDY SKILLS						
1. Alphabetizes by first letter.	Blue DD- TM 69, 70 AB 18, 71 DM 18A TM 232, 233 AB 23, 87 DM 70A, 16B		TWG- T 154, 155, 156			

OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
Making Ends Meet p. 23 Alphabet Race Alphabet Scramble p. 28 ABC Order "Spice," p. 95 (#7), 166 (#3), 166 (#4), 223 (#1), 229 (#8)	Read the following poem aloud to children. Reread it and have children repeat it with you. Copy it on the chalkboard or on a poster in the corner of the library corner. Point out that each line begins with a different capital letter of the alphabet. Children may examine the letters to notice the differences. A was an apple pie: B bit it, C cut it, D dealt it, E endured it, F fought for it, G got it, H had it, I inspected it, J jumped for it, K kept it, L longed for it, M mourned for it, N nodded at it, O opened it, P peeped in it, Q quartered it, R ran for it, S stole it, T took it, U upset it, V viewed it, W wanted it, X, Y, Z and ampersand All wished for a piece in hand.	List types of places in our community. The child alphabetizes under the proper heading. Some examples: Headings- Places for fun- park, swimming pool Places to learn- school, library Places for safety- fire, police Places for service- station, barber cleaner Places for communication- post, telephone office Places for transportation- bus, train, taxi Places for food- grocery and restaurants

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OBJECTIVE	ECONOMY BASAL	HOUGHTON MIFFLIN BASAL	HARCOURT BRACE BASAL	LAIDLAW LANGUAGE TEXT	RAND McNALLY SPELLER	PALMER HANDWRITING
2. Uses the picture dictionary in the independent writing of sentences and stories.					p. 118 (D1-D11)	

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OTHER TEACHING MATERIALS	TEACHING IDEAS	CAREER EMPHASIS
"Spice," p. 217 (#2)		Use the concept of an assembly line to "manufacture" picture dictionaries. Jobs could be "colorer," "glue men," "cutters," "folders," "illustrators," "binders," "fasteners," "titler," "stacker," "hole puncher," "page numberers."